

IMPACT & OPPORTUNTIES REPORT

Presented to and for UNP Staff

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The intention of this document is to provide valuable information to the staff of University Neighborhood Partners about its first fifteen years (2002-2017). The report is not meant to be exhaustive, but rather selective with validated historical information, impact data, key themes, strengths and opportunities. The information is presented in sections, allowing for ease of usability of each section as its own document. As a long-time employee of UNP (from 2004-2014) my hope is that my own personal experience, and the relationships it affords, allows for a deep and reflective glimpse into what makes UNP unique, as well as raises critical questions and is supportive for the development of a vision for what is possible. I encourage the staff to take on the themes and opportunities not as fact, but rather as ideas worthy of exploration as a community.

The information for this report was gathered between January 2017-June 2018. The methods included conversations, focus groups and interviews with UNP staff, community and University partners, analysis of past UNP reports, newsletters and relevant documents, and research into the larger neighborhood. UNP's Director, Dr. Sarah Munro, initiated the research and served as the guide for the process. A reliance on UNP's core values of asking questions, listening, and building and maintaining relationships sat consistently at the center of the research process.

Additional products that were created during this period and fed this document include:

Community Voices (15 year) materials (neighborhood change, impact, etc.)

Four short films about UNP (see Appendix A for Film Summary)

Two UNP Advisory Board Presentations to support the Strategic Planning Process

Newsletter Article titled *15 Years of Creating New Stories*

Serving on UNP's 15 Year Anniversary Celebration Committee (identification of speakers, performers, participants, and process for event)

The culmination of this multi-faceted research process excitingly led to a noteworthy and additional result. Specifically, the reconnection of UNP with initial partners, a strengthening of current partners, and the identification of new partners.

Key support people in the research process were Dr. Kara Byrne from the Social Research Institute (College of Social Work) and Jewel Morgan, UNP's Administrative Assistant. Dr. Byrne was the lead for collecting enrollment and graduation data, as well as neighborhood change data. Her own research for UNP is included throughout the document and noted as such. Jewel Morgan was also integral, providing necessary connections and resources when needed. She continually went beyond my initial requests for support and opened my eyes to new resources.

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INTRODUCTION

University Neighborhood Partners (UNP) is a unique entity at the University of Utah (UU) and across institutions of higher education nationally. Situated under the Office of the President, the department has enjoyed unprecedented support in its efforts to understand how universities can be catalysts for building mutually beneficial campus-community partnerships. Since its inception, the staff, board and partners have taken this privilege and role very seriously. Consequently, with little blue print to follow, UNP has emerged as a leader in a developing field – shedding light on not just equitable ways for this work to be done, but also the beginnings of a clear understanding of the kind of impacts that are possible.

Excitingly, UNP's partnership work is revealing a disruption of the traditional college recruitment methods and a plethora of new and effective models for building bridges to higher education, as well as critical examples of how a university might institutionalize faculty, departmental and university wide engagement for the advancement of strong community-engaged research and teaching. The findings are also significant in that they reveal personal, professional, familial and systemic shifts, as well as the beginning of generational impact within families and across university departments as early-involved faculty pass the torch to new faculty. There is also evidence of much needed institutional shifts in power, a result UNP's intentional effort to re-center the knowledge and expertise of historically marginalized communities. All in all, UNP is beginning to see the fulfillment of its mission…*a community coming together.*

It is important to remember that UNP is young in the timeframes of institutional change and efforts toward economic, cultural and educational equity and therefore the findings discussed in this document are the beginnings of understanding how this work is done. Further development of the noted frameworks, ways to measure impact, language used to describe UNP, and skills needed to do this work is a continual process and must be attended to; especially as UNP emerges out of its initial years and enters maturity. It is a time to assess, refine, and look deeply into what is happening. This is a process that takes significant staff resources; both personal and professional. And, because of the nature of the partnership model and the inherent role of social justice, staff are continually asked to be accountable to many stakeholder groups and many ways of knowing and learning. These are comprehensive tasks and it is evident that they work tirelessly to understand how to do this in a sustainable way. If values are the heart of UNP's work then the staff are their stewards. And these stewards need attending to too. The work of creating a space for them is essential and provides them the opportunity to care for one another; as well as celebrate, debate, explore, take risks, learn new skills, be seen for their individuality, and ultimately come together in a shared vision.

Lastly and of great importance, each highlighted success is the result of a community of partners working together; revealing shared ownership and therefore collective success – a significant sign of a healthy endeavor and process.

EARLY HISTORY

The following section is provided in an effort to create a consolidated view of UNP's first years. Some of the information was taken from documents related to the HUD grant which was written by Dr. Sarah Munro. It is my hope that she and others add and edit this section as is helpful. Additional parts are from my work for Community Voices and can be referenced there.

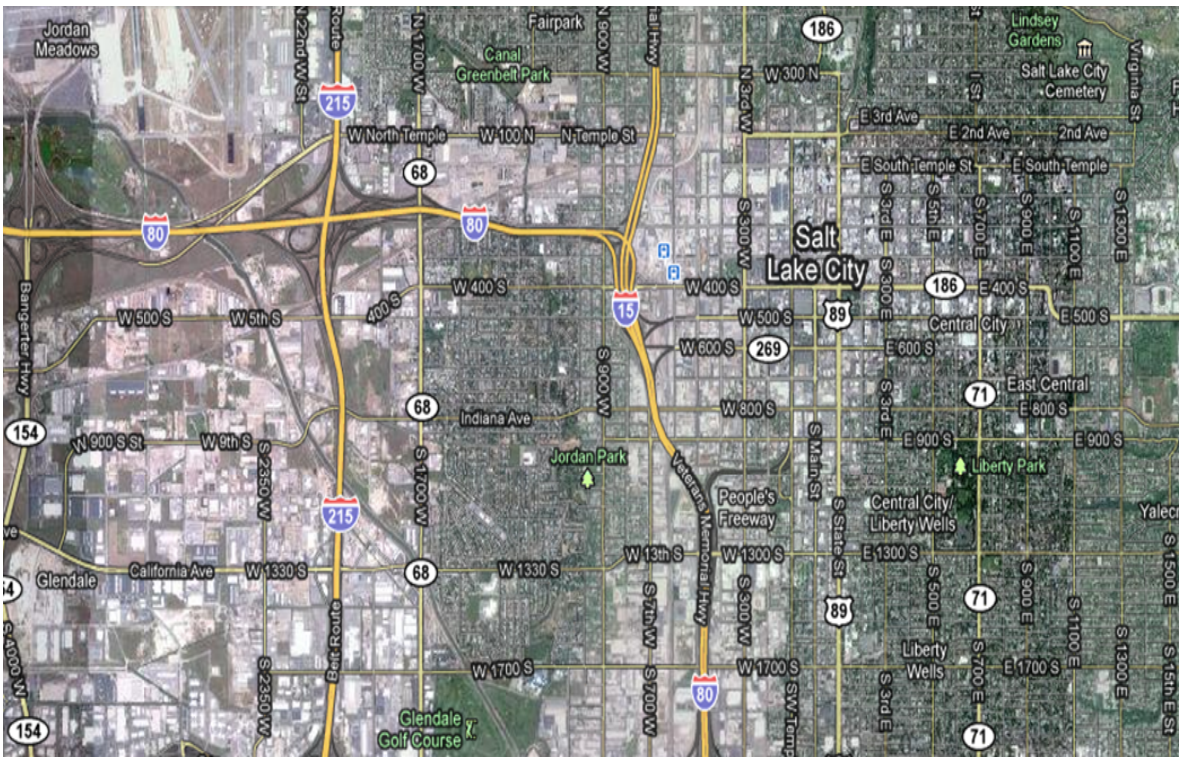
UNP is the result of an explicit move by the UU's highest administration – the Office of the President toward greater civic engagement in its communities. In 2001 the President of the UU, Bernard Machen, appointed a Special Assistant to the President for Campus-Community Partnerships, which was also to be the founding director of UNP. This was Irene Fisher, a credible leader both through her work in community development in Salt Lake City, as well as her role as the founding director of the UU's Lowell Bennion Community Service Center. With this new appointment, President Machen asked Irene to help the UU understand why residents from the west side neighborhoods of Salt Lake City were underrepresented at the UU and ultimately build a department under the President's Office that would support a more equitable relationship between these residents and the UU.

The seven west side neighborhoods that UNP was charged to work in and continue to are Rose Park, Glendale, Westpointe, Jordan Meadows, Poplar Grove, Fairpark and People's Freeway (zip codes 84104 and 84106). At the time, this area was home to almost 30% of the city's total population. The residents were younger, the average family size was larger, and many more of SLC's minority and foreign-born population were living there. The Winter Olympic Games were also occurring in Salt Lake City, bringing a flurry of opportunity and economic development.

In an effort to understand the neighborhoods from the residents' perspectives, Irene initially conducted nine months of interviews with over 250 west side community residents, leaders, organization, and city officials. She also spoke with key university faculty and administrators whom worked in the neighborhoods or were known for their interest in community engagement. Irene utilized an asset-based community development approach and focused on the identification of critical strengths and needs of west side neighborhoods, by the residents themselves. Through her interviews Irene learned about many long-time residents with pride in the neighborhood, energized first-generation immigrant communities and young families, a plethora of stable community organizations, many thoughtful and innovative leaders, beautiful parks and the Jordan River. Importantly and congruent to the UU's interest, Irene further learned about residents' individual and communal interest in having an increase in access to higher education.

The interviews also revealed that the economic benefits of the Olympics were in fact temporary, and west side neighborhoods were facing a diverse array of challenges. These included high foreclosure rates and diminished access to affordable housing, a declining economic and retail base, high levels of poverty, low enrollment and graduation rates in higher education, underrepresentation in city and state institutional decision-making spaces and confusion and mistrust among old and new residents as the neighborhoods rapidly diversified.

She also quickly learned from the interviewees that many of the residents felt isolated and marginalized from the city as a whole. They spoke of a glass wall that separated the east and the west sides of the City; a feeling that was exacerbated by the neighborhood's geography-cut off to the east by the railroad and the I-15 freeway, as well as industrial zones to the north and west. It also appeared that media compounded this feeling with stories that continually overlooked the successes of the west side and framed the neighborhoods as crime ridden and poverty stricken. Further, the UU was viewed as inaccessible by most and described as an ivory tower that sat on the hill. Faculty were often viewed as people who only came temporarily into the neighborhoods to do research "on" residents.



It is also important to note that during this time there were many other institutions that were taking notice of west side dynamics. Specifically, Salt Lake City's government was envisioning a west side master plan aimed at economic revitalization; the Salt Lake City School District was moving forward with an investment in new buildings or remodels for most west side schools, as well as

growing a Community Learning Center model; the Utah Transit Authority was planning a TRAX expansion through the area; Salt Lake Community College was partnering with local schools; and there were rumblings within the Salt Lake Public Library System about the possibility of new west side libraries.

The results of the interviews were monumental in terms of setting the foundation that UNP is built upon. Specifically, the areas of focus were revealed, the location for UNP discerned, UNP's methods for work began to be unveiled, and key relationships between UNP and the neighborhood had been established. In 2002, UNP was able to hire Dr. Sarah Munro as the Director of Outreach for UNP (full-time) and together the two worked to take these findings and create the institutional structure of UNP.

UNP outlined initial areas of focus:

1. **Community Capacity Building and Wellbeing** in the areas of housing, job training, small business development, health and environment
2. **Youth, Education and Success** to build more adequate educational and employment opportunities for youth
3. **Community Leadership** to support an increase in resident empowerment so that residents can address local issues
4. Mistrust and conflict stemming from difference of income, ethnic group, religion, race and political affiliation which divided the community and mad it difficult to pursue common goals

UNP established a home: Interviews revealed that in order for UNP to be credible and sustainable, it must be physically located on the west side of Salt Lake City. Therefore, UNP's "home" was located to a residential house in the Glendale neighborhood, bordering Jordan Park and the Jordan River. This space was leased to UNP by Salt Lake City at no cost for ten years, evidence of the City's commitment to the initiative. The office opened in April 2003 with three full-time staff (adding Administrative Assistant, Consuelo Alires in 2003) and a small operating budget. The UNP house provided a central location for planning and implementing partnerships, as well as a space for community meetings; just as it is today. It also initially was used as an information clearing-house for educational, employment, and community information.

UNP created key advisory bodies: **The Board of Advisors** was created between 2001-2003 and consisted (and continues to) of 10 west side community representatives from non-profits and city programs, 10 University representatives and 10 west side residents. The group aims to represent UNP stakeholder groups and members are asked to commit for three years. There are co-chairs; one from the community and one from the university. This structure is maintained to date.

The Community Ambassadors (CA) were established in 2002. They were a group of west side residents meant to guide UNP's early work and serve as ambassadors to University partners. The initial group was made up of approx. nine people between the ages of 19-75 years old (historic data shows involvement of possibly 12 residents). The CA were facilitated by Jacob Brace (Salt Lake City/Housing & Neighborhood Development) Irene Fisher (Director, UNP). The CA no longer existed as a formal group connected to UNP when Irene retired from UNP. At that time other structures existed to center residents in the work.

> *founding CA:* Karina Baca, Gerald Curtis, Charlotte Fife-Jepperson, Jackie Hayes, Luseane Hoko (Lucy), Carolynn Hoskins, Leon Johnson, Dani Phifer, Clifton R. Uckerman (Clif)

UNP created a mission: Between 2001-2003, UNP staff, Board of Advisors and Community Ambassadors worked together to design UNP's mission: *"to bring together University and west side resources for reciprocal learning, action, and benefit…a community coming together."*

UNP established Partnership Principles: In 2004, UNP staff and Board of Advisors outlined the following principles in an effort to establish UNP's role as a convener of partners and the partnerships as the mechanisms for carrying out the initiatives in the community. In 2017, these principles were reevaluated, slightly edited and recommitted to.

> UNP will work to create and sustain campus-community partnership which:
> -Are founded on shared vision and clearly articulated values;
> -Are beneficial to the partnering organizations;
> -Build interpersonal relationships based on trust and mutual respect;
> -Include the voices of those impacted by community work in the decision-making processes of the partnerships;
> -Recognize conflicts as opportunities for collaborative problem-solving;
> -Value short-term relationships that meet mutually beneficial purposes and which many grow into valuable long-term partnerships;
> -Can, over time, be integrated into the mission and infrastructure of each partnering institution;
> -Use a strengths-based approach in which all participants are recognized as teachers and learners in mutually beneficial, power-sharing partnerships;
> -All partners will contribute appropriate resources to enhance the partnerships.

UNP secures federal funding for 2004-2007: In 2004, UNP received a $400,000 Community Outreach Partnership Center (COPC) grant from the U.S. Department of Housing and Urban Development (HUD). The grant was dispersed over a three-year period, from 2004-2007. The grant was for Westside Leadership Institute, Hartland Partnership Center, Westside Studio, Northwest Parent Resource Network (and pre-professional seminar for future educators), Neighborhood Involvement Alliance (Glendale Community Partnership), and the West View

community newspaper. UNP raised an additional $1.2 million-in donated time, cash, space and in-kind contributions from partners, far exceeding the 100 percent match required from the grant.

President Michael Young on UNP receiving the grant, *"These grants are rarely given to applicants the first time around as HUD requires real partnerships between the campus and the community already be in place, not just hoped for. This is a singular tribute to a wonderful partnership between the U of U and this great community."* The goals of this grant are to, *"…increase diversity on campus, build bridges between communities and offer opportunities for research, learning and service".*

Dr. Sarah Munro on UNP's vision for the grant, *"This grant will give University faculty and graduate students the opportunity to develop research questions or courses that, in some way, connect their professional research and teaching responsibilities to the goals defined by west side residents."*

quotes from https://archiv.unews.utah.edu/releases/05/jan/unp.html (University Neighborhood Partners (UNP) Broadens Scope with $1.6 Million)

Founding Key UNP Partners:

University: Office of the President, College of Architecture and Planning, College of Social Work, College of Education, College of Social and Behavioral Sciences (Departments of Political Science; Sociology), College of Humanities (Departments of Communication; Languages), David Eccles School of Business, Lowell Bennion Center for Community Service, School of Medicine

Community: Salt Lake City Corporation, Neighborhood Housing Services, Salt Lake Weed and Seed, Communidades Unidas, Northwest Multipurpose Center, Westview Newspaper, Evergreene Management, Bridge Investment Group, Salt Lake City School District, English Skills Learning Center, Utah Federation for Youth, Salt Lake Community College

Individual: : Marshall Welch (Lowell Bennion Center) Jacob Brace (Salt Lake City Weed and Seed Coordinator, Community Development, Salt Lake City Corporation), Mary Burbank (Clinical Instructor, Department of Teaching and Learning, College of Education), MaryAnn Chistison (Professor, Department of Linguistics), Jessie Fan (Associate Professor, Department of Family and Consumer Studies), James Fisher (Assistant Professor Lecturer, Department of Communication), Maria Garciaz (Executive Director, Neighborhood Housing Services), Luke Garrott (Assistant Professor and Lecturer, Department of Political Science), Deborah Hinton (Founder and Executive Director, Comunidades Unidas and doctoral student in Social Work at the U of U), Rosemarie Hunter (Field Education Driector, BSW Program, College of Social Work), Sandra Marsh (Associate Director, Utah AHEC, Department of Family and Preventive Medicine, College of Medicine), Bruce Parsons (Associate Research Professor, College of Social Work),

David Patton (Research Professor, Department of Political Science and Director of the Center for Public Policy and Administration (CPPA), Brenda Scheer (Dean and Professor, College of Architecture and Planning), and Doris Watson (Associate Professor of Department of Exercise and Sport Science).

NEIGHBORHOOD CHANGE DISCUSSION

This information is meant to be in support of the larger piece published for Community Voices. Please consult for more specifics.

Understanding how UNP neighborhoods have changed over the last fifteen years, both demographically as well as in relation to larger national economic trends and city and state investments, helps to paint a more complex picture of what is happening in the neighborhoods. In UNP's early years, this type of data was centered in partnership discussions concerning initiative development. Dr. Pam Perlich provided the initial demographic data, which also supported UNP's award of the HUD grant.

Over time, as UNP established more relationships, the focus shifted to first understanding the thoughts and ideas around neighborhood changes and issues from the residents themselves, and second to looking to formal demographic data. At times, UNP staff and/or its partners reached out to Dr. Pam Perlich for formal data, but generally for the development of single initiative not for the organization to use as a whole. Two examples of exceptions to this are the work that was done to build A Capital City Education (now called the Salt Lake Education Alliance) and the supporting Lumina grant, as well as the west side asset map research. In both cases, formal data provided by Dr. Perlich were provided and integral to the success of the work.

As UNP looks towards its next 15 years, the opportunity again is present to weave together understandings around how the neighborhood is changing both from the information available due to UNP's rich relationships with west side residents and community partners, but also in relation to 15 years of formal demographic data shifts. It is argued that the formal data should be engaged with UNP initiative development and should be distributed to partners on a regular basis. As part of this research and in partnership with Dr. Kara Byrne, Dr. Perlich was again at the table in 2017, providing staff time and expertise to create a demographic fact sheet that looks at UNP's zip codes since 2000 and how they compare to the city, county, state and country in terms of key demographic data (see Appendix B for UNP Data Report) This information is also partially published in Community Voices, has been presented at Board Meetings, and was provided to partners upon request (NeighborWork and Sean Crossland-Glendale Community Council). UNP might consider distributing it to all partners and making it a central discussion point for some. Provided here are some example questions that might serve as topics for discussion and/or to spur additional questions.

Sample Questions: Are community councils becoming more equitable in terms of ethnic representation in relation to who lives in the neighborhood? How is 84104's decrease in minority residents and increase in White residents related or not related to the increase in the percentage of people living below poverty, decrease in home ownership, etc.? 84116 has seen an increase in minority residents. What is drawing people to 84116 and not 84104?

Additional relative neighborhood documents that help to tell a more critical story around impact and cross-sector investment in relation to change are included below and referenced in the findings here and in Community Voices. They are both provided by the Salt Lake City School District.

Salt Lake City School District West Side School Facility Data

SSD Facility Informa n														26-Oct-
Basic Information									Main Building		Addition(s)			
ID	School	Address	ZIP	Type	Sch	Area		Total Area	Year Built	Sq Ft	Year	Sq Ft	Site Acres	Comments
132	Edison	466 S Cheyenne	84104	Elem	9	1	W	76,766	1964	67,846	2002	8,920	10.4	Remodel/addition 2002
148	Franklin	1140 W 400 S	84104	Elem	12	1	W	72,330	2000	72,330			6.66	New school
160	Mountain View	1380 S Navajo	84104	Elem	9	1	W	67,860	2002	67,860			8.6	New school
165*	Community Learning C	1388 S Navajo	84104	CLC		1	W	28,588	2013	28,588				New building on Mt. View campus
242	Parkview	970 S Emery St	84104	Elem	12	1	W	72,814	2001	72,814			12.33	New school
244	Riley	1410 So 800 W	84104	Elem	9	1	W	70,464	2000	70,464			8.85	New school
412	Glendale Intermediate	1430 Andrew Ave	84104	Int	9	1	W	146,368	2006	146,368			14.47	New school
104	Backman	601 N 1500 W	84116	Elem	9	2	E	71,996	2002	71,996			9.3	New school
262	Escalante	1810 W 900 N	84116	Elem	9	2	W	75,178	2002	75,178			8.7	New school
188	Jackson	750 W 200 N	84116	Elem	9	2	W	83,776	1981	64,676	2000	19,100	7.0	Remodel/addition 2000
220	Newman	1269 Colorado St	84116	Elem	9	2	W	67,870	2001	67,870			7.5	New school
140	Northstar	1545 N Morton Dr	84116	Elem	9	2	W	72,308	1999	72,308			12.48	New school
252	Rose Park	1105 W 1000 N	84116	Elem	12	2	W	70,303	2001	66,178	2007	4,125	11.66	New school + clinic addition
440	Northwest Intermediate	1730 W 1700 N	84116	Int	9	2	W	132,572	2005	132,572				New school
444	SLCSE	1400 W Goodwin Ave	84116	Int	9	2	W	110,892	1957	110,892			10.14	Remodeled 2013
								906,318	Total - Schools only					
								1,220,085	Total - All facilities					
	Currently under construction													
	Data is unknown, questionable or has not been verified													
* Site ID created for Facility Services purposes only														

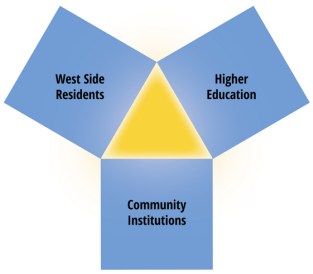
Salt Lake City West Side School Mobility Data

	2001-2002	2016-2017	Change	2016-17 only	
Backman Elementary	43%	22%	▼ 20.58%	Liberty	28%
Edison Elementary	34%	30%	▼ 4.44%	Open Classroom	<10%
Franklin Elementary	43%	26%	▼ 16.74%	Escalante	25%
Mountain View Elementary	34%	21%	▼ 13.18%	SLCSE	<10%
Jackson Elementary	36%	24%	▼ 12.01%		
Bennion Elementary	43%	44%	▲ 1.48%		
Meadowlark Elementary	45%	24%	▼ 20.67%		
Newman Elementary	24%	20%	▼ 4.40%		
North Star Elementary	27%	18%	▼ 9.33%	*Mobility: Percentage of students who do not finish the school year at this school*	
Parkview Elementary	35%	29%	▼ 6.06%		
Riley Elementary	39%	28%	▼ 11.24%		
Rose Park Elementary	38%	25%	▼ 12.58%		
Washington Elementary	48%	44%	▼ 3.77%		
Bryant Middle School	23%	31%	▲ 8.17%		
Glendale Middle School	32%	27%	▼ 4.51%		
Northwest Middle School	28%	23%	▼ 5.12%		

What follows is a more in-depth look at UNP's Theory of Change and relative impact data. Abridged versions were originally published in Community Voices and presented to UNP's Advisory Board. Included here are: updated numbers, additional details regarding the data and a discussion section that aims to provide conversation points for staff.

CONVENER

UNP's central role is to convene and sustain meaningful and long-term partnerships between higher education institutions, community institutions, and Salt Lake west side residents in reciprocal partnerships aimed at shared goals.



The west side community is busily engaged in being the creators of their own services, not merely the consumers.

1. In 2004, UNP had 15 partnerships in 11 locations. In 2017, partnerships had grown to 79 in 31-35 (variance in reported spaces) locations throughout the west side, with additional partnerships in other neighborhoods and at the University of Utah. (10).

2. In 2004, the locations of partnerships were 1 community org, 2 apartment complexes, 1 recreation center, and 1 UNP location. In 2017, there are many more locations with Hartland, CLC, Glendale Library and NW Middle School emerging as hubs of activity, with over 5 partnerships located in each location.

3. In 2004, UNP worked with 9 U of U depts/units at the University, 12 organizational partners, and 1 school. In 2017 this had grown to 5 Higher Education Institutions, 34 U of U depts/units, 77 organizational partners, and 12 schools.

4. In 2004 there were 5 partnerships in Community Leadership, 9 in Community Capacity and Wellbeing, and 1 in Youth, Education and Success. In 2017, there were 10 in Community Leadership, 38 in Community Capacity and Wellbeing, and 31 in Education Pathways.

5. Over the past five years an average of 55 faculty and 198 students have been involved/year. *

Discussion: UNP has established itself well in terms of its role as a convener. There has been dramatic growth in terms of number of partners involved, number of locations where partnerships are located and the kinds of partnerships that exist. This network of relationships across different "spaces" signifies a growth in the UNP network and high potential for cross-pollination of ideas. The significant increase in the number and kinds of Education and Capacity and Well Being partnerships could be due to organizational investment in these areas, an increase in neighborhood interest, the earlier

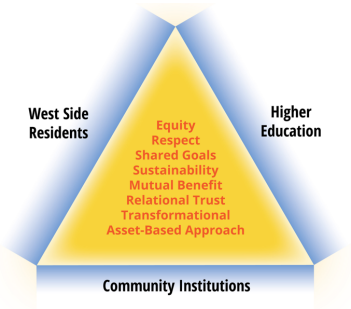
development stage that these partnerships are at with many new ideas being tried, and possibly a quite normal discrepancy in what is being called a partnership. While there has been less growth in the number of Leadership Partnerships, all of the initial partnerships still exist with the addition of a few substantial and well-defined new partnerships that are fed by the other partnership areas. Another point of specific interest is the growth in number of higher education institutions, illuminating the opportunity for city-wide, and possibly state-wide collaborations that stem from UNP's work. Further, while many of the initial organizational and university partners are still with UNP, there does exist a noteworthy change in individuals who are involved that represent these entities. It is argued that this is possibly due to normal staff turnover within nonprofits, as well as a passing of the torch of older faculty to newer ones. However, there are a notable number of faculty in relation to departments that are no longer involved, presenting itself as an area of possible further inquiry for UNP. And, lastly the sheer growth in numbers of partners, partnerships and locations is a clear example of UNP's energy and ability to create connections, as well as the increase in the number of staff. It signifies an organization that is active and available to growth. Now, as UNP moves into its next phase the question of staff capacity to manage these partnerships and funding to support them must be investigated.

**An average number of faculty and students convened is reported rather than an actual per year, due to large discrepancies in how data was gathered. This is in fact true across most numbers reported until 2012 when UNP was able to put more resources into creating a system for gathering and reporting data according to specific standards.*

PARTNERSHIP QUALITY

Partnerships are based on a set of principles that ensure successful, sustainable, mutually-beneficial collaboration.

Our process is our product….



In 2017 UNP was able to begin measuring partnership quality, and…

*100% agreed or strongly agreed that their partnership has group cohesion.

*84% agreed or strongly agreed that there is shared power among partners.

*72% agree or strongly agreed that their partnership co-creates knowledge.

*96% agreed or strongly agreed that there is good partnership management.

**Information gathered through a survey developed by Shultz et al. (2005) & McNall et al. (2008). UNP/SRI surveyed a sample (N=25) of partners from 6 partnerships*

Discussion: The addition of this measurement represents a critical step in UNP's commitment to its role as a convener of partnerships rather than an organization that runs programs. The reported data not only provides valuable insight to partnership management, but also supports UNP in being able to clearly report on the work it is meant to do. Every effort should be made to support this tool, adapt and expand it to work across UNP communities, as well as have it done across additional partnerships on a more regular basis. Integral to this is the utilization of informal, as well as formal means for gathering data, as well as special attention to how the tool(s) is used with non-native English Speakers and community residents. Further, as this is the heart of UNP's work, UNP administration may want to consider attaching resources to a process that allows for staff to work together on a shared understanding of what these qualities are and the techniques for developing, maintaining and measuring them within partnerships. Attention should be given to the enhanced understanding that a partnership is made of a collective relationship, as well as the individual relationships that ideally UNP staff must maintain with each entity. Further, some staff are very aware of the correlation between length of partnership and level of the quality at that time. Working with these staff may allow for a more complex measurement tool and analysis. Also, staff positionality should be included when understanding what it means to carry out these qualities, as working in one's own neighborhood is different than coming into the neighborhood to work.

DECREASE SYSTEMIC BARRIERS TO HIGHER EDUCATION

Partnerships target university and community outcomes, all feeding into the long-term goal of decreasing barriers to higher education.



*The percentage of residents with a High School Degree or higher (25+yrs) was…

	2000	2011- 2015
84104/84116	62.6%/68.8%	64.6%/71.6%
Salt Lake City	83.4%	87.4%

*The percentage of residents with a Bachelor's Degree or higher (25+yrs) was…

	2000	2011- 2015
84104/84116	8.1%/12.2%	13.3%/15.2%
Salt Lake City	34.9%	43.1%

**Data provided by Kem C. Gardner Policy Institute, U of U*

Discussion: The percentage increase in enrollment and graduation rates for students at SLCC and UU from UNP zip codes paints a promising picture of progress in terms of one of UNP's long-term goals. However, the data around actual numbers of enrollees and graduates, as well as the discrepancy between residents who have high school degrees and especially Bachelor's Degrees from the neighborhood compared to the city reveals that there is much more work to be done. This is to be expected as UNP is quite young and is just one of many necessary players in the effort to change the complex network of systemic barriers that prohibit access to education for many west side Salt Lake City residents. A closer look at the rates of change also reveals a story too young to tell. Specifically, it is hard yet to point to a specific correlation between UNP's work and the changes in enrollment and graduation. However, through further work there is the possibility of gathering concrete data on UNP partners' graduation and enrollment data. This would require significant partnership development leading to a formal agreement that allows for tracking of UNP partners through their time at SLCC and UU or a more formal means for gathering this data from UNP's end.

Between 2002 and 2016… (for students from UNP zipcodes)

1. New enrollment at the University of Utah has increased by a relative change of 240% (an average rate of 25 new enrollees/year). In contrast, comparison zip codes (84109/84124) increased by 28%. Enrollment of Hispanic students also increased by 900% (from 201 to 210).

2. Total enrollment at Salt Lake Community College has increased by 97% (an average rate of 38 new enrollees/year). In contrast, comparison zip codes (84109/84124) increased by 33%.

3. A 5% increase in total enrollment at the U of U and 26% at SLCC was attributed to students from UNP zip codes.

Between 2002 and 2017…

1. Graduates at the University of Utah has increased by a relative change of 260% (from 30-102 students).

Between 2002 and 2016…

1.Graduates at Salt Lake Community College has increased by a relative change of approx. 90% (from 51-97 students).

**Data provided by the Office of Budget and Institutional Analysis, U of U and Business Analytics, SLCC*

**UNP Administration has supporting excel documents*

There have been efforts on this end in the past and further energy into this relationship would have tremendous long-term impact on understanding UNP's work and impact. Ideally, the same would be done for SLCSD and other west side school partners. Currently, the provided school mobility rates, referenced earlier, are the only means for telling UNP's story. Looking at additional data related to UNP neighborhoods would be an exciting next step for UNP. For example, the Utah Board of Education reported that the SLCSD's high school graduation rate has increased from 74% in 2015 to 79% in 2017 and statewide the level the graduation rates for Hispanic/Latino and

Pacific Islander students has increased by nine percentage points over the last five years. https://schools.utah.gov/file/d72ce1cd-7244-4496-bc6b-a2be9c63de8e

Further, while access to higher education data is one signifier of UNP's efforts, developing a concrete plan that links UNP partnership work to actual systemic barriers related to access to higher education would allow for a richer theory of change story, an alignment of UNP's initiatives and quite possibly an increase in impact across the neighborhoods.

SIX AREAS OF IMPACT

What follows is an expanded version of UNP's Six Areas of Impact. Abridged versions were published in Cmmuntiy Voices and presented to the Board of Advisors. Many of the findings are evidence of impact across the different areas. Also, this is meant to be a representation of key examples of impact, not a total list.





Create & Strengthen Educational Pathways

1. Since 2002, west side graduation rates have tripled at the U of U and doubled at Salt Lake Community College. The value of access to higher education is being actualized for more residents.

2. UNP joined a national research project, Family Leadership Design Collaboration, based out of the University of Washington's College of Education to develop and facilitate Design Circles, helping to build momentum in valuing family voice in educational transformation.

3. The Community Advocate Network has evolved into a parent leadership and organization model for supporting educational success for minoritized families and is sought out by local and national venues to share its learning. The network grew from UNP staff supporting parents in the schools in a one-on-one manner, to the Community Advocates working together and now has a Youth Advocate component. It is a strong example of UNP's whole family approach and there is evidence of generational impact. In 2015, UU faculty and SLCSD partners transformed the work into a formal curriculum and training course for the advocates, of which 36 attended and received credit. In 2017, six Youth Advocates reported receiving full-tuition scholarships and nine were accepted into UU paths program. 21 Community Advocates also reported having gone on to higher education.

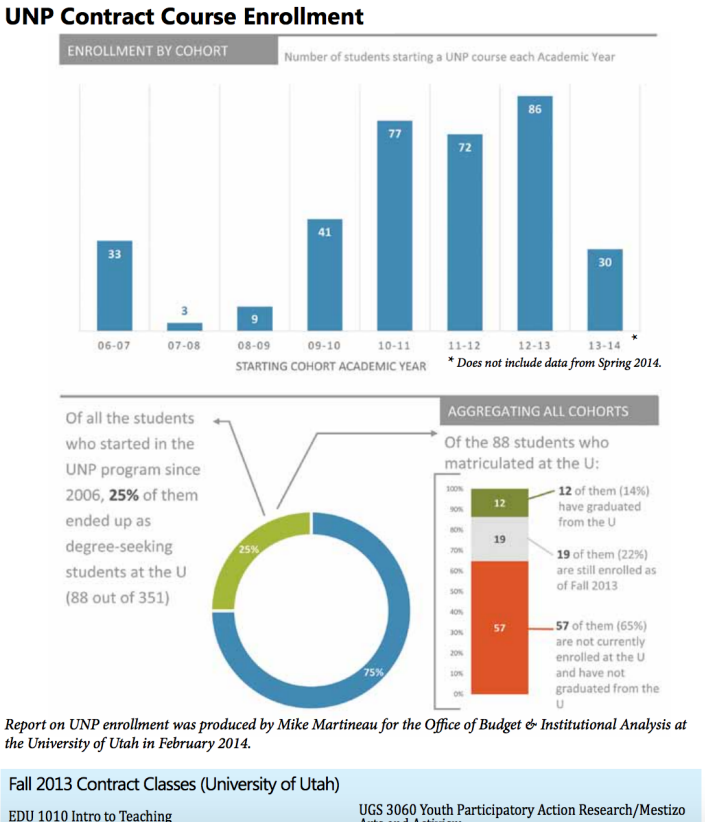
4. Education partnerships have evolved from a 25-member Youth, Education and Success (YES) working group into a network of pathways that support active communication between students, parents, teachers, and administrators. The different pathways work on creating safe spaces, inclusive curriculum, school cultural shifts, parent and student leadership development and/or institutional change and support. In 2016-2017 partnerships spanned 14 schools and reached 474 elementary students, 362 middle school students and 372 high school students. 1265 community residents also gained access to higher education resources. This includes visits to campus, trainings on finding and applying to scholarships, university presentations at schools, and events related to Our Casas.

5. In 2017, Social Work in the Schools had 12 graduate students partnering in 5 schools (including the CLC) and worked with approx. 200 students.

Generate & Disseminate Knowledge

1. Approx. 30 new University courses were created across 11 UU departments, linking academic teaching and research with community-based partnerships. Most have been contract courses, allowing non-matriculated west side students to register and receive credit, creating a higher education access point. Other existing courses at the UU have carried the CEL designation and have linked there work directly to UNP and yet still others, have worked with UNP without a formal designation.

2. Contract Classes: UNP and the Division of Continuing Education have collaborated since 2006 to increase access to the U of U for west side residents through a combination of both non-credit and for-credit (contract) classes. From 2006-2008 non-credit enrollment was done through Westside Leadership Institute and the Hartland Resident Committee. In 2008 Continuing Education agreed to support the designation of several UNP-linked classes as U of U 'contract classes". (waiting on updated information from U, names of courses, number of enrollees, number of departments, etc. They said that it will be sent to Kara at the end of August. The graphs can be updated at that time, as well.) These courses must have identifiable learning objectives, syllabi, grading, and a U of U professor as instructor. This enables participants to gain up to 3 credits per class that can be used, upon matriculation, toward General Education requirements. Continuing Education provided the administrative support for the development of these options at no cost until Fall 2011. As of Fall 2011, a $40 processing fee per student became necessary to support this work. In the Fall of 2011, UNP reported that since 2006 over 340 west side residents, including close to 100 Spanish-speakers, have registered at the U of U for these courses. Almost



Report on UNP enrollment was produced by Mike Martineau for the Office of Budget & Institutional Analysis at the University of Utah in February 2014.

Fall 2013 Contract Classes (University of Utah)

EDU 1010 Intro to Teaching

UGS 3060 Youth Participatory Action Research/Mestizo

250 received credit for the courses they enrolled in. Contract Classes connected to UNP include (updated 6/15, waiting on updated information): Examples of courses are: *Westside Leadership Institute (English and Spanish), *Family School Partnership, Transnational Feminism, Introduction to Teaching, Humanities in Focus, *Youth Participatory Action Research/Mestizo Arts and Activism, Community Journalism, Integrated Curriculum, Introduction to College Writing, *Community Leadership in Education

3. UNP staff and partners are engaged in the advancement of community-based research as a high quality, critical form of scholarship that has the potential to create new knowledge, shape disciplines and academic work in new ways, as well as represent and lead to effective community development efforts. Examples of this work are seen through the following:

a. As of 2017, there were over 230 entries in UNP's bibliography of community-engaged scholarship, including books, book chapters, journal articles, conference presentations, public scholarship, and student research. This growing list of academic scholarship demonstrates powerful new knowledge created through partnerships that often shape academic disciplines and work. Examples of scholarship and amount include: 33 Journal Articles, 3 Books, 26 Book Chapters, 7 Research Reports, 15 Community and Practitioner Products, 10 Videos, and 109 Talks and Presentations.

b. UNP and the UU have also published formal reports as a way to offer guidance and information about community engagement and community-based scholarships. These include: Guide to Re-Imagining Family-School Partnerships (2002), UofU Civic Action Plan (2017), Guideline for Community Based Research (2007), Facilitating Mutually-Beneficial Community-Based Research (2007), and Community Building Recipe Book (2012).

4. UNP has been a leader at the UU in creating institutional structure that support community engaged scholarship. This has been done through in a variety of strategic ways, such as the creation of: policy recommendations on retention, promotion, and tenure (RPT) for engaged scholars, phase 1 of the new Civic Action Plan (in partnership with Lowell Bennion Community Service Center and the Office of Engagement), UNP's ongoing Community-Engaged Scholar and Community Resident in Action awards, 3 reports (listed above), a University-wide grant through the UU's Vice President for Research called The Community–Based Research Grant Program, and a University-wide award called Community Engaged Teaching and Scholarship Award. At times UNP has created other awards to support the advancement of this effort. This includes the Hartland Faculty Scholar.

5. UNP supported the UU's designation of the Carnegie Classification as a Community-Engaged Research 1 University.



1. Over 600 graduates of residents have graduated from leadership programs, including the Westside Leadership Institute (WLI) (450 graduates, as of 2017), contributing to broad economic impact throughout the neighborhoods, 10 new non-profits or organizations, and the creation of a ripple effect of community-based projects. A WLI directory (2004-2015) and on-line map were created to archive past participants of the partnership and as well as connect past participants to one another.

2. The UNP Hartland Resident Committee, Westside Leadership Institute and Mestizo Arts & Activism have become leadership models shared nationally, as well as adapted and implemented by other nonprofits and city and county entities engaged in neighborhood development.

Resident Committee Members 2005 - 2017

Abdirizak Ibrahim
Abdulkhaliq Mohamed
Adebimpe Deji-Olatunde
Amos Konan
Anet Akot
Cizarina Alimansi
Elias ?
Gabin Kunda Ngonga
Garroe Wah
Gilberto Rejon Magaña
Hiba Omer
Joel Glenn Wilson
Joseph Tut
Julianne Rabb
Julie Paw
Kamakazi Inamahoro
Kara Byrne
Lenn Rodriguez
Lida Akhonzada
Lul Hussein
Maria ?
Maria Barrajas
Maria Garcia
Maryam Mustafa
Mohamed Shwani
Mohammad Habeeb
Muna Ali
Naima Mohamed
Natasha Hansen
Okubit Gebremichael
Po Eh
Priscilla ?
Rahwa Gebresilase
Roberto Maturana
Robin Page
Salvador Sanchez
Ser Ehdoh Htoo
Suleyman Khalilov
Yusuf Shali
Zohra Shah

Key organizational and university partners were asked what graduates of WLI they thought exemplified the greatest impact of the partnership. The following list was created:

Dennis Farris (Poplar Grove community council, NWSL, UNP board), Blake Perez (Rose Park community council; with wife Trina, opened Buzzed Coffee mobile café truck), Billy Palmer (early UNP Community Ambassador, UNP Board, NeighborWorks Salt Lake, Glendale Community Council, KRCL, etc.), Van Hoover (started Jordan River Community Initiative with Juan after WLI), Haytham Ibrahim (just graduated from Utah State, Glendale CLC leader, cookbook work, etc.), Abdirizak Ibrahim (Somali Community Self-Management Agency, UNP Hartland, etc.), Jose Valenzuela (UNP Community Advocate, Partners in the Park leader), Tek Neopany, Kyle LaMalfa, Roberto Maturana, Jordan Jones, Joaquin Galvan, David Hollins

Link to WLI Impact Map:

(https://www.google.com/maps/d/viewer?mid=1T0unI4KiqqkGTEbjFeKaEZbqoPc&ll=40.836607748601885%2C-111.80634760859374&z=9

3. UNP has supported the engagement of 160 parents as leaders in K-12 schools (2017) that enhance school parent leaderships groups, parent-teacher-student relationships and student learning.

4. Through UNP partnership work, 60 residents have been certified as mentors, facilitators and/or instructors of Peer-to Peer LBHS programs.

6. Current and/or past resident partners and former student partners have been hired by partnering organizations signifying a contribution to more equitable representation of diverse voices throughout SLC systems and the ability of UNP alumni to be hired by partners. This was gathered through informal methods. UNP has also supported the creation of new positions (i.e. Refugee Community Liaison at Salt Lake City's Office of the Mayor).

Examples of Resident Partner and Job Earned:

Leticia Frias-Americorps/LBHS

Yehemi Zavala-Comunidades Unidas

Carla Astorga-LBHS

Eustolia Cordova-LBHS

Zulie Gamez-LBHS

Helen Ntambwe-Kalala-Youth Services Salt Lake City

Cizarina-Head Start

Ida Yanagui-Hartland Youth Center

Jesus Yanagui-Hartland Youth Center

Maria Barajas-Rose Park CLC

Isaac Delgado-HC4FY

Gilbert Rejon-HC4YF

Jacqueline Gomez-LBHS

Francisco Yanagui-Northwest Multipurpose Center

Naima Mohamed-DWS/Utah Center for Refugee Education

Fara Ali-NAAN/UNP

Mohamed Rashid-UNP

Teresa Organista-Northwest HS. Upperbound USU

Fatima Dirie-SLCity

Cecelia Hernandez

Rosie Peralta-CLC

Abdulkadir Aden-SLCSD MV

Abdulkhaliq Mohamed-UNP

Margarita Gerardo-AUCH

Example of MSW Students Hired with Community Partners (2014-2015 school year – 2017)

Danny Davenport-Rose Park Neighborhood Center

Sierra Phillips-Valley Behavioral Health, SLCSD (Mtn. View Elementary)

Kate Harline-Utah Health and Human Rights Services

Kelsey Elizonda-Uof U Redwood Clinic (UNI)

Julianne Rabb, Clinical Director, UNP

Khan Tong-Salt Lake County Youth Services

Robert Kagabo -Child and Family Empowerment Services

Dane Hess-Glendale Middle School and current chair Glendale Community Council



Generate Community Momentum

1. Momentum has continued for partners and collaborators from public education, city government, higher education and the Chamber of Commerce to cultivate a city-wide college, career, and civic ready environment though the Salt Lake Education Alliance.

2. Major institutional investments in the Glendale neighborhood (i.e. Glendale/Mountain View Community Learning Center, Sorenson Unity Center, the Salt Lake Public Library System, and the UNP Hartland Center) are directly linking residents, under the guidance of resident leaders to generate a neighborhood campus and network of services that center the community and are enhanced by shared UU student placements and faculty involvement.



Cultivate Community Wellbeing



Build Individual & Organizational Capacity

1. The Hartland Partnership Center has become a national model, demonstrating the effectiveness of co-locating services in a neighborhood and supporting resident integration. It has grown from its location in a 3-bedroom apartment to a 10,000 square foot building, allowing space for resident groups to run their own community programs, a Head Start classroom, a Youth Center, an Our Casa College Lounge, a Walk-In Center, the Bridge Clinic West (worked with 311 people in 2017), the Mental Health Clinic, and a Startup Incubator (has supported 5 local startups). Free, accessible space for community groups to work on their own projects has led to the following groups' use: Somali Bajuni, Somali Community Self-Management Agency, South Sudanese, Karen Communtiy of Utah, and Latino Behavioral Health Services.

2. In 2006, UNP was instrumental in mobilizing a public-private coalition of investors and affordable housing organizations (city, county, state, and non-profit) to come up with a solution to the housing crisis created by the sale of Hartland Apartments to a private investor. Media coverage allowed UNP to raise over $40,000 to put into a private account, managed by Salt Lake Community Action Program, to help displaced families cover moving costs and additional rent if they were allowed to stay.

3. Through UNP's networks and relationships, the UU is directly linked to the fulfillment of its strategic goals – to engage communities to improve health and quality of life.

4. In 2016-2017, UNP connected directly with 4,056 residents and indirectly reached 39.6% (23,959 residents) of west side residents. In UNP's first five years partnerships connected with an average of 2,300 residents/year.

5. Partners created a national peer to peer model that builds the capacity for residents to respond to mental health and substance abuse issues.

*As part of understanding impact, a variety of current partners were asked about the impact working with UNP has on their professional endeavors. (see Appendix C for Partner Impact Quotes)

THEMES & OPPORTUNITIES

This section is meant to summarize and explore some of the energies within UNP's work, as well as the ingredients that have emerged for creating impact. They could be used as discussion pieces for staff, board and partners to explore together as UNP looks forward. At times questions and critiques are provided as a means for facilitating this dialogue. Some of these things are discussed in depth in relevant areas throughout the report. Abridged versions have been presented to the Advisory Board and staff.

1. Convener – UNP is a unique entity and sought out for its capacity to convene UU stakeholders, residents, and organizations around ideas and interests. It is UNP's central role and therefore the process that UNP creates is its product. The partnership and convening models are time consuming work and require a variety of skills for staff, as well as new way of measuring impact.
2. The Work is Collective, The Success is Too – UNP's power is in its ability to facilitate groups working together and therefore the greatest successes are collective successes.
3. Creating Movements and Generating Momentum – UNP has been cited as a unique catalyst for bringing multiple stakeholders from a variety of institutions, community groups, and non-profits together to support neighborhood coalition building in a specific neighborhood/area. This is an intentional move beyond single partnership development and leads to change on multiple levels (i.e. Glendale neighborhood, CapCity, SLCSD, Library, Hartland, Sorenson Unity)
4. Density of Partnerships – By locating a variety of partnerships in a single space cross-pollination of information, ideas and relationships occurs resulting in hubs of activity. Hubs are defined as having five or more partnerships in one area (i.e. Hartland)
5. Space – While formal spaces are important to the development of UNP's work, informal spaces are critical to the exchange of an often "deeper" level of information exchange, idea sharing, and relationship building. These are discussed as spaces of intimacy and are cited as important across stakeholder groups (i.e. parking lots, walks along the river, the meeting after the meeting, sharing meals together)
6. Celebrations – Celebrating is an important part of the partnership process and community building endeavor.
7. Meeting People Where They Are – UNP has a variety of partnerships that appeal to different individuals and communities at various times of their lives. This variety emulates how life is lived and provides different entry points for partners, as well as means for staying involved long-term. (i.e. Partners in the Park to mental health partnerships)
8. Relationships (in all their forms) are the heart and backbone of the work – Partners and staff continually speak to UNP's ability to create and maintain quality relationships as key to the success of the work. Different staff members offer their skills and backgrounds as means for being bride builders to different communities. UNP strives to understand this organizationally, as well.
9. Maintaining Consistency – Partners ability to engage ebbs and flows due to a variety of relevant and non-relevant circumstances. UNP's continual presence, focus on the work and open invitation to work together allows for partners to step in and out at various time.
10. Embracing Change – UNP works to embrace change and see it as a sign of a healthy, living system.

11. Ripple Effect – While UNP may be present and integral to some part of a partnership being born and carried forward, partners often take the work in new directions independent of UNP; this is ok. (i.e. Case Management, Redwood Clinic growth)
12. Residents as Creators of Services – Over the last fifteen years UNP has been able to recognize a shift in which the west side community have become more busily engaged in being the creators of their own services, not merely the consumers.
13. Innovation – UNP is committed to asking new kinds of questions together. This comes from the gathering and of people from different backgrounds working together to formulate and answer these questions.
14. Outliers – It is important to leave space for UNP to learn from partners and methods that are outside of the current norm, as they have the potential to lead to new understandings.
15. Risk Taking – UNP is in a privileged position with much systemic and organizational support. This allows for the staff and partners to work together to create a culture where new ideas, outside of convention, can be explored.
16. Community Pathways for Success – With an eye always towards systemic change, UNP celebrates all success and looks to individual successes as models to help build community pathways for success.
17. Social Justice – For some, UNP has become a space that is engaged in social justice work through its efforts to center minoritized voices and engage in efforts that promote systemic changes that will lead to equity. It appears inherent in the values of UNP and should be centered as a discussion piece.
18. Language – Partners and staff talk about UNP in their own ways and acknowledging this while supporting the articulation of a shared set of essential values lends itself to UNP's work being internalized by multiple people. Staff members have grown tremendously in being able to articulate the work. What has been learned from this process that could be extended to partners.
19. Visibility and Awareness – There appears a discrepancy between neighborhood people knowing about UNP (greater) and the University's awareness (less). Also, some partners and partnerships are aware of other partners/partnerships and refer and connect with ease, while others don't.
20. Spirit of Community – UNP prizes itself at its ability to be grass-roots led and works hard to center the community in the work. And, as UNP grows it has the danger of being more regulated, leaving community at the margins.
21. Who Is at the Table and How Many Matters – UNP has done a tremendous job of bringing a variety of partners to the table; however, there are key neighborhood and university partners that are not present. Also, UNP has learned that when more than one person is involved from a department, nonprofit, family, or community group the more likely they are to be able to stay involved. (i.e. Individual faculty – absence of departments in mass; Many first-generation immigrants of refugee and Latino backgrounds – absence of Polynesian and other Pacific Islander communities; Many Non-profit partners – absence of faith based partners)

22. Publishing research is key to University involvement – UNP has worked to broaden the University's understanding and validation of community based research. University faculty are most strongly engaged when they are able to tie their work to research and funding. (i.e. CSIR, CBR grant)
23. Partnership Funding – UNP's ability to provide clear partnership funding structures allows for more sustainable involvement and the more a partner can incorporate the work into their existing funding, and/or perusal of additional funds, the more involved they can be. (Question – Does the current structure for providing partnership funding make sense and for what reasons?) In the same vein, collective grant writing may be a sign of partnership health, as well as understanding partnership growth in relation to partnership funding may provide insight around what grows and why. These may be looked into as part of the partnership planning and impact processes. Lastly, the development, spending and reporting of UNP partnership funds should be an integral part of the staff's work, while at the same time development and financial staff must understand the partnership processes of other staff.
24. Sharing What We Have Learned and Broader Connection to UU – UNP has risen as a unique manifestation of how universities can effect change in their cities of residence. There appears a direct connection between the University's strategic goals (#3) and UNP's work. (How does UNP articulate this connection? What is UNP's interest in sharing this at a national level? Why? For what cause? How would this occur?)
25. Organizational Sustainability: A Look to the Middle – UNP has many strong relationships with individuals in the neighborhoods and faculty members, as well as strong institutional support from the UU. And, while there is a long list of UU departments and west side organizations at the table it may be important to look at how to ensure sustainable involvement at this level.
26. Understanding Power Structures Within UNP Staffing – Looking to staff positionality, especially the role of resident staff in relation to how the values of process and relationship play out is key to unlocking the potential change within the organizational structure.

OPPORTUNITIES RELATIVE TO STRATEGIC PLANNING PROCESS

In 2018 UNP began the process of creating a new strategic plan. In an effort to support this, provided below are opportunities and/or recommendations within each of the four areas. Some of these opportunities are discussed earlier in the report. An abridged version of this was presented to the Board of Advisors and staff in PowerPoint form. They are presented here as a separate document in hope that they can be supportive if the original PowerPoint is used.

Community Leadership and Civic Voice

1. UNP has many successful leadership partnerships. There are many graduates of this work (some listed above) that could serve as contacts in developing this area of strategy.
2. Pay attention to different kinds of leaders (gender, age, political standing, cultural representation, religious affiliation, leadership style) when identifying possible leaders and structures to support leader engagement.
3. Look to interweave current leadership partnerships and leaders across partnerships.
4. Pay attention to equity within partnership process, with special attention to the centering of resident voices/leaders (staff role).
5. Look to create strategic/explicit links (institutional hires/leadership positions) as part of a partnership pathway and possibly back into the community.
6. Think about the relationship between leadership partnerships and system changes, with possible links to advocacy. Articulate this in partnership plans (Salt Lake Education Alliance indicators and Dr. Byrne's work outline possibilities).
7. Continue to honor and create space for different kinds of leadership styles.
8. Create methods for supporting leader fatigue.

* Early on in the research process, UNP staff was asked to identity three individuals (non-current staff members) who they thought are the champions of the work. The idea was to begin to generate a discussion about what it means to do this work well (leaders), as well as generate a list of people to involve in the research, films and 15-year celebration process.

Rosey Hunter (+4)

Gilberto Rejon (4)

Abdirazak Ibrahim (2)

Charlotte Fife-Jepperson (2)

Keri Taddie (2)

Marissa Diener (2)

Jane Dyer (2)

Trinh Mai (2)

Teresa Organista

Maria Barajas

Guadalupe Batalla

Cynthia Holz

Tiana McCall (sw student, worked with Abdirazack)

Ruby Chacon

Kilo Zamora

Susie Porter

Jacqueline Gomez-Arias

Lou Flores

Helene Ntawaba

All past CSW student interns

SW Practicum Coords. (Trinh, Ruth)

Muna Ali

Naima Mohamed

Jenny Mayer-Glenn

Kelby McIntyre-Martinez

Fred Esplin,

Chris Peterson

Keith Bartholomew

Pam Perlich

Jenn Seelig

Maria Garciaz

Pathways to Education & Life Goals

1. Integrate, deepen, name pathways – the pieces are there
2. Continue to institutionalize the work within partnerships (i.e. SLCSD)
3. Look to create formal pathways back into the neighborhoods (mentors, jobs, leadership)
4. Work to understand the whole family approach and possibly integrate into additional partnerships
5. Diversify and integrate faculty teams
6. Articulate goals related to U of U strategic goal – engage communities to improve health and quality of life

Sharing the UNP Story & Model

Understanding UNP

1. There are different stories about who UNP is. This can be a seen as a strength and is normal in Community Development practices. UNP stakeholders are aware of their piece of the puzzle.
2. Overall UNP is seen as a *convener*. This is a dramatic shift from early years when it was most often called a *service provider*. There has been significant growth in the staff's articulation about who UNP is and what it does. West side communities often talk about UNP as a *convener of resources* or an access point. University partners talk about UNP often as a *convener of communities.*
3. The opportunity now lies in supporting the development of understandings of UNP across communities that share similar knowledge of the core values and methods, but allow for people to communicate in their own styles.
4. Many people who are touched by UNP don't know it. This could be due to the fact that the convening process is often invisible and/or an example of the ripple effect of UNP's work. This is viewed as a positive outcome that proves evidence of UNP staying true to its mission and methods. Others question if it is a possible missed opportunity to share who UNP is. UNP staff talk about how this creates tension when trying to explain UNP's impact (i.e. for funding). I
5. UNP is being asked to share its models at a national level. How important to UNP is this and why?

Motivation & Methods

1. Largely, the motivation (outside of the 15-year anniversary events, etc.) for sharing the UNP model has been to foster engagement and develop partnerships. This has been done mostly in a one-on-one format with interested partners, with departments and

organizations, based on relationships and individual referrals and in reference to engagement at an individual partnership level.

2. UNP has also made other efforts to increase its visibility over the years. This has been done through the hiring of a development officer and the creation of a social media presence, newsletter, annual Community Voices publication, films, UNP's Theory of Change and Six Areas of Impact. There is also continual effort to create materials in different languages.
3. It can be argued that UNP has supported a shift in the public's perception of UNP through its support of alternative media and stories about the west side (i.e. West View, Venceremos, Radio Bilingual). A research project in this area would be of interest.
4. UNP has also created a bibliography with 230 entries, RPT for engaged scholars, CBR grants, the CRIA & CRS to create visibility for this work at the University and within scholarly publishing circles.
5. To a lesser degree and of possible future effort is UNP's work to share its model in an effort to influence policy. This can be seen through individual hiring efforts, and cross institutional alignments, such as the Salt Lake Education Alliance.
6. UNP has also shared its model as a way to support community responses to issues that are outside of UNP's neighborhoods. This was done with success in South Salt Lake City with the development of their community learning centers.

Opportunities

1. Support partners in understanding the bigger picture of UNP and how their current understanding fits into it.
2. Connect and refer across partnerships (interweave).
3. There are plenty of models to share.
4. There are informal and formal methods for sharing UNP's work. Both are important.
5. What is the staff's capacity to do this work? What does staff need?

Convening & Interweaving for Deeper Impact

Getting Involved

1. The norm for individuals getting involved has been through individual contacts, pre-established relationships, and/or referrals from existing partnerships. Most of the contacts have come from people/groups contacting UNP, with UNP reaching out to potential partners as a secondary method. Beyond UNP's foundational research to build its original partnerships, little research is done by staff to identify new partners. This is partially due to the large amounts of referrals that UNP responds to.

Staying Involved

1. Partners say their reasons for staying involved include: tangible success (college enrollment, increase in health, job/funding, publication), more than one person involved (family-departmental), strong relationship with staff, excitement around creating something new, and a clear pathway for next step (high school, grant, passing the torch). (see the next section, Faculty Involvement for Research Summary for more information)

Lessons Learned

1. Ingredients for strong decision-making concerning partnership development by staff includes an understanding of the assets, challenges, current players, issues, effort and changing demographic of the neighborhood. This requires the staff engaging in a research and decision-making group processes.
2. When the residents are centered in the creation of new partnerships, the work can flourish. This means listening to the residents first, doing research around their ideas, and then building understanding and having discussions with additional possible stakeholders.
3. Staff is always making choices and engaging in a balancing act in order to be intentional about its work. UNP must make choices around working to create hubs of activity and/or momentum in an area vs. looking at having a breadth to its geographic involvement, where there are no resources vs. where there are many resources, while also paying attention to outliers and what they have to offer in terms of new learning.
4. Staff Capacity is important to understanding how to move forward with convening and interweaving efforts. Key things to consider are the multiple skills involved in being a researcher and a convener, that each partnership requires the management of the partnership and an individual relationship with each partner, relationships take time and staff positionality has impacts.

Opportunity

1. Plenty to weave…let the weaving lead…leave space for the new.
2. Neighborhood maps, etc. exist to look for potential partners (i.e. faith based).
3. The creation of a variety of shared and transparent methods for partner involvement will support engagement.
4. Short-term and long-term partnership funding plans would support the process.
5. Develop an understanding of system change and create links to partnerships
6. Look to create pathways for “graduates”.

FACULTY INVOLVEMENT RESEARCH SUMMARY

In an effort to understand how faculty are thinking about their involvement with UNP four faculty members were interviewed. They represent connections to UNP's three umbrella partnership areas. Two of the faculty interviewed are tenured and two are in non-tenure track positions. They all began their involvement in the early years of UNP, with one no longer involved, one who is recently re-engaging with UNP, one who is thinking of no longer partnering directly with UNP and one who is in a service role, but no longer tying his/her faculty work to UNP. The following broad questions were initially asked of each participant, with subsequent relevant inquiries to follow: 1. When, how and why did you get involved with UNP? 2. Why did you stay involved? 3. Why did you stop your involvement? 4. How has the partnership impacted your work? 5. What skills/processes did or could UNP staff implement to be of support to your involvement? Two interviews were done in person and two were done over the phone. On average the interviews took 45 minutes. Below is a summary of the responses.

Things that Support Involvement

1. Energy around the work. Novel idea. *"Let's try!"* mentality.
2. Clear community "need" to address through the partnership
3. The connection of teaching, student involvement, and research to the work
4. Working with resident leader. *"Working with xxxx was the best thing ever." "Working with xxx was so rewarding. Xxx knows everyone. Xxx is very connected. Xxx thinks very differently than me…and it has helped me reflect on why I think about things in a certain way."*
5. Learned *"so much"* from working with resident leader partner.
6. Structure to the work
7. When UNP acts as a catalyst for partner work
8. When partnership allows for new connections to faculty where the work is aligned.
9. Initial course buy-out

Challenges

1. Unable to be successful in publishing the research *"Didn't have the frame or knowledge to be successful to do this."*
2. As partnership grew it became harder to know what everybody was doing and harder for people to connect in meaningful ways. The partnership model got a little lost. Internally there seemed little motivation to connect. Too many meetings.
3. Short notice on institutional regulations around working with youth that led to partner being unable to drive youth, which was supporting engagement and relationship building.
4. UNP has lots of overlap with Bennion Center. *"Should this be strengthened?"*
5. UNP partnerships need to understand who they are? What is its research agenda….?
6. As the novelty wears off, how do you create energy that was there in early years? The work can go in too many directions.
7. UU structure doesn't financially support the interdisciplinary teaching of shared courses.

8. The value in partnering depends on student engagement and currently unable to see where this is.
9. Convincing peers and staff at U that work with UNP should be the departmental choice over other staff and faculty interests.
10. Partnering never evolved beyond a social justice engagement.
11. The next steps that UNP has for faculty involvement (i.e. grants, awards) were pursued with support by staff but not received.
12. Chair won't allow for faculty time to engage with the literature around the partnership.
13. *"More of a role for faculty to push cool formats."* - partners did the research and planning necessary for a next step with the partnership and it went nowhere…unsure why

UNP Supportive Staff Attributes/Duties

1. Understand many ways to leverage university resources and connect to allies.
2. Ability to listen, truly curious, no agenda, ability to maneuver the system.
3. Time in the job description to facilitate engagement and update partners on what is happening.
4. Skills around what the partnership model is and how to facilitate and discuss it.
5. Respect. The ability to think collectively, but also practically. "To dismiss the practicalities is wrong."
6. Open to understanding how supporting individuals supports community. Trusting the partner to know this.
7. *"Staff should be optimistic and constructive…faculty is trained to look for holes, not opportunities…"*
8. Understand how to create university change.
9. Suggestion: Outline, create a document that supports faculty in "getting over the hump" of involvement. Could include a timeframe for suggested methods to support a faculty talking to their department about involvement.
10. Clarity around if the grant writer or partnership staff can support faculty involvement through grant writing (this has been unclear in the past).

Additional

1. Faculty reported that all of her/his resident partners are now at SLCC or UU or have graduated (10 students). UNP may not have this data.
2. UNP could look to the U's "transformative excellence program" as a model.
3. Involvement led to a faculty hire who is able to directly tie her work to UNP.

UNP is hard at work trying to create an organization that emulates its values and mission. From inception, it has put great effort in reconstructing power differentials between the various staff members, centering listening in all its processes, paying attention to new methods for building community, taking risks, and creating a safe, joyful and productive work space that is congruent with the cultures of the people who work there. When UNP is at its best, individual staff members are seen within the context of their families, cultures, histories and visions for their future. In these moments, UNP staff comes together to create a dynamic, multi-dimensional "second family" where hard work is taken on, creativity abounds and people feel supported to do their best. Both staff and partners talk about these as unique qualities of UNP and why people and communities are drawn to the organization.

However, this is hard work that takes time and commitment from all staff members, but especially by administrative leaders who must create safe and productive processes for continual communication feedback loops that allow for people to speak and be heard. At the heart of this is the development of trust with special attention to staff members doing this across new communities. It is the same work that UNP asks of its partners and therefore must be taken on as a staff. Central to understanding this is understanding staff positionality at UNP. While there are many things that could be discussed under this topic that of staff positionality, specifically resident-staff positionality, is chosen because of its current interest at UNP and its potential for unlocking great potential within UNP and the its shared communities.

To begin, emulating the core of its values and mission, UNP has always emphasized hiring individuals from the neighborhood and communities where it works. The thought is that staff who are positioned within their neighborhoods have the relationships, experience and knowledge that can move a neighborhood forward. Historically west side residents have been undermined by the University resulting in fissures between the campus and community and ineffective University engagement. Therefore, since its inception UNP has worked to create systemic spaces for residents. While initially this was done through the board of advisors, community ambassadors and a few entry level positions, in 2017 approximately half of the staff identified as a former and/or current resident of the neighborhoods and/or culturally and ethnically representative of the communities living there. It is important to note that most of these hires are in middle management or entry level positions with residents from various levels of education. The "upper" administration positions continue to be almost entirely held by White, nonresidents with University degrees. While some of this may be directly related to University requirements around degrees and kinds of experience needed for different positions, it is important to note that UNP has been successful in creating positions at the entry and middle management level and therefore could explore this more with the "upper" management positions. At the core of this is a possible

disruption of the dominant ways of doing things and quite possibly a revolutionary and socially just approach to the staff structure. More than a question about what the degree affords, it is a question about what is lost when we privledge one kind of knowledge over another, not individually but collectively. This is worth exploring. There is something here. Is it really about structural issues or is it more about the fear of what might be lost? Is the question no longer about how to support staff from UNP neighborhoods, but what would UNP resident staff create as the leaders? Evidence does show that UNP has been grappling with these questions and has made great strides in its understanding. It is argued here that it should continue for when we truly shift power there is great possibility.

A closer look at staff positionality in relation to UNP's values of *relationship* helps to illustrate the tensions around what is possible. As has been discussed again and again throughout this document, UNP prides itself on being able to develop and sustain long-term relationships with a variety of stakeholders. There are many examples of UNP's savviness in the creation of partnerships that are made up of new relationships across stakeholder groups, as well examples of UNP's ability to guide them through turbulent times. This again, is hard work. Strong relationships require resources, they rely on the very core of our being- the ability to trust and feel safe. They are ultimately rewarding, but at times extremely exhausting-they take time. For staff from the neighborhoods, this work can be ten-fold. Resident staff are chosen and continually looked to because of their rich relationships in the neighborhood and their ability to extend them into new spaces. They are seen as bridge builders to the university. They hold these relationships and therefore become the caretakers of trust. They take the work very seriously. It is personal. It is their family, their neighborhoods, their history, and their future. They are constantly translating across cultures, negotiating significant power differentials and working to build consensus across historically disconnected communities with no blue print to do so. Further, they are continually called on to be the spokesperson for their communities at the University and in other places where significant power is held and has been historically kept from their communities. In these spaces they talk about experiencing great power, but they are often misunderstood and/or their knowledge is not validated as the dominant systems are slow to change. Despite this they continually commit to a slow, arduous process towards justice. At the end of the formal work day, their work clearly continues as leaders of their communities. Resident staff talk about it as a blurring of the understanding of work. And, it is this understanding that the university will always need more of. It is also one way that resident staff and non-resident staff are different. Specifically, non-resident staff often initially don't have relationships in the neighborhood. This is especially true for the White staff members. While some of these staff do the work of building new, authentic relationships some rely on the resident staff to do so. It can be argued that the former moves communities towards the kind of change that UNP is looking for and can be mutually fulfilling,

while the latter potentially places extra burden on resident staff and prohibits the dominant systems from changing.

Of course, all of this connects directly to a contested and more complicated idea of what *reciprocity* means. Specifically, a closer look at staff positionality in relation to reciprocity begs for a more nuanced understanding of how reciprocity plays out over time. Perhaps reciprocity cannot be measured in any given moment, but rather as the culmination of commitment to a *process*. Through the above discussion, we see glimpses of this as resident staff members engage in systems that at times appear unable to be more equitable, the vision is for the mutual benefit in the long-term. We also see it more broadly when staff talk about a partnership that is strong, has good relationships but at the same time one group may be doing more work than the others. At first glance, it might be easy to say that there isn't mutual benefit within this partnership, but the wisdom within this explanation is that are is active engagement in process of understanding the goals of the partnership and the relationships within them. The wise staff member knows that if the relationships are strong and the vision shared, there can in fact be an ebb and flow to the reciprocity of the work.

On a similar note, the skill of being present is inherently critical for the success of a process. For resident staff member's this may come with ease due to the necessity for being present as the stakes are personal and communal. They are curious and invested because it is of and from them. On the flip-side due to the intensity of this work, this is where we see a direct connection to fatigue and burnout, as would be expected. UNP has taken great care in learning about this and supporting resident staff in these spaces. Again, this is an integral step in recreating systems that are in fact led by the people they are meant to work with.

On another note, staff positionality relative to education level at UNP is also of interest. While UNP knows well that there must be equitable value placed on different kinds of knowledge in order to its work, it is also keenly aware of the opportunity that access to higher education affords and therefore places high value on educational access for its staff members. Excitingly, most of the staff at UNP whom have wanted to have been able to continue their education, with many earning degrees while working full-time. This is the result of UNP making a conscious choice to be a place that supports individuals in their educational goals, just as it does through its partnerships. Here we see UNP clearly emulating what it asks of its partnerships. There are many examples of administration and staff working together to visualize and create educational pathways that often require organizational shifts and result in more education for that staff member and sometimes their family members. While this does require an extra level of work for staff members, people in this position talk about the benefits outweighing the drawbacks and great gratitude for this opportunity with UNP. Or course, for staff members from the neighborhoods whom are doing the work described above as bridge builders, as well as going to school the

responsibilities are increased…but, interestingly and as is often the case, so are the benefits. Specifically, they talk about being able to do a job that supports them and often their families and communities in accessing more education, while simultaneously working to make their neighborhoods stronger through their own guidance and leaderships with direct access to university resources. And, while the consequences can be fatigue and stress…they often see themselves as a player in long-term change. Understanding this and learning how to support this structure is exactly what is needed across our University systems and where the true change lies.

In thinking about next steps, the staff is encouraged to discuss these topics through a transparent process; to move away from communication styles that triangulate and trust the best parts of one another. It is important to note that while full staff conversations are ideal, it may take time to have this occur in an effective and safe manner. The work in this area must be done carefully and should be given resources to develop. Topics might include what positionality means, how it effects one's work at UNP, what are the strengths for different staff members related to their backgrounds, what might be learned from one another and what different people need in order to do their best work. Central to this is also unpacking the terms "relationship, process, convener" as they relate to UNP's work and oneself. This could be a part of a larger staff development process that also looks at staff identifying their strengths and goals around effective partnership skill (i.e. curiosity about others and the environment, critical listening, the role of research, a belief in people, what it means to be present, etc.).

APPENDIX A: Film Information

Film 1: University Neighborhood Partners

Interviewees:

Dr. Sarah Munro (Director & Special Assistant to the President for Campus-Community Partnerships)

Dr. Ruth Watkins (President, University of Utah)

Dr. Teresa Molina (Associate Director)

Abdulkhaliq Mohamed (Partnership Director)

Dr. Pam Perlich (Director of Demographic Research at the Kem C. Gardner Policy Institute, University of Utah)

Charlotte Fife-Jepperson (Director, West View Media; west side resident)

Gilberto "Juan" Rejón Magana (Director, Hartland Community 4 Youth & Families)

Source File:

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mp4 file:

https://player.vimeo.com/external/262459345.hd.mp4?s=23c40276fffc65a1d048b37669f011282bcb99b2&profile_id=175&download=1

Film 2: Education Pathways

Interviewees:

Jennifer Mayer-Glenn (Director, Family and School Collaboration, Salt Lake City School District)

Gerardo R. López (Chair, Department of Educational Leadership & Policy)

Jorge Zamora (Community Advocate, UNP)

Cecilia Hernandez (Community Advocate, UNP)

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Film 3: Community Leadership

Interviewees:

Maria Garciaz (CEO, NeighborWorks Salt Lake)

Ken Embley (Retired Senior Research Associate, Kem C. Gardner Policy Institute, U of U)

Dr. Ivis Garcia Zambrana (Faculty, City & Metropolitan Planning)

Lourdes Rangel (Director, Utah Autism Project; Co-Instructor, Westside Leadership Institute)

Fatima Dirie (Refugee Community Liaison, Office of the Mayor – Salt Lake City Corporation)

Jennifer Seelig (Director of Community Empowerment, Office of the Mayor – Salt Lake City Corporation)

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mp4 file:

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Film 4: UNP Hartland Partnership Center

Interviewees:

Cathy Barnhart (Executive Director, English Skills Learning Center)

Julianne Rabb (Clinical Director, UNP Hartland)

Domoina Kendell (Deputy Director, Promise South Salt Lake - City of South Salt Lake)

Trinh Mai (Faculty, College of Social Work; west side resident)

Dr. Yda Smith (Faculty, Department of Occupational and Recreational Therapies)

Abdirizak Ibrahim (Director, Somali Community Self-Management Agency)

Sayro Paw (Graduating Class 2020, University of Utah)

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mp4 file:

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Hartland Music Video

Source File:

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Prepared July 2017

Kem C. Gardner POLICY INSTITUTE
THE UNIVERSITY OF UTAH

zip codes 84104 & 84116

This report compares the 84104 and 84116 zip codes of Salt Lake City to larger geographies. These neighboring areas are located on the west side of Salt Lake City, almost entirely north of Highway 201 and west of Interstate I-15. Data are from the U.S. Census (2000 and 2010) and the American Community Survey (2007-2011, 2011-2015), and apply to the 84104 and 84116 zip code tabulation areas determined by the Census.

Health metrics are presented in the small area geography used by the Utah Health Department. The Glendale and Rose Park small areas encompass the 84104 and 84116 zip codes, respectively. The data presented is from the Behavioral Risk Factor Surveillance System. The Utah Department of Health also presents a coefficient of variation (CV) to help users determine the fitness for use of the data. Data points which have been indicated to be used with caution by the Department of Health are noted in the table.

Metrics in the Transportation and Housing section is pulled from two resources: AllTransit and H+T Index. Both resources are compiled by the Center for Neighborhood Technology (CNT). The H+T Index uses data from the 2009-2013 American Community Survey and inputs from AllTransit. AllTransit uses the 2010-2014 American Community Survey 5-year Estimate, U.S. Census Longitudinal Employment-Household Dynamics Origin-Destination Employment Statistics, and a database including data from transit agencies compiled by CNT.

demographics

TOPIC	*84104*	*84116*	*Salt Lake city*	*Salt Lake county*	*utah*	*USA*
Total Population						
2000	*22,526*	*31,780*	*181,743*	*898,387*	*2.2 million*	*281 million*
2010	*24,869*	*33,297*	*186,440*	*1.0 million*	*2.8 million*	*308 million*
2011-2015	*27,978*	*35,446*	*190,679*	*1.1 million*	*2.9 million*	*317 million*
Median Age						
2000	*27.2*	*27.3*	*30.0*	*28.9*	*27.1*	*35.3*
2010	*27.5*	*28.9*	*30.9*	*30.8*	*29.2*	*37.2*

2011-2015	*28.6*	*29.7*	*31.5*	*31.8*	*30.1*	*37.6*
Percent Under Age 18						
2000	*33.3%*	*32.2%*	*23.6%*	*30.5%*	*32.2%*	*25.7%*
2010	*33.1%*	*32.7%*	*22.5%*	*29.1%*	*31.5%*	*24.0%*
2011-2015	*31.6%*	*31.2%*	*21.6%*	*28.5%*	*30.9%*	*23.3%*
Percent Age 65 and up						
2000	*8.6%*	*8.3%*	*11.0%*	*8.1%*	*8.5%*	*12.4%*
2010	*6.6%*	*7.1%*	*9.4%*	*8.7%*	*9.0%*	*13.0%*
2011-2015	*8.4%*	*7.6%*	*10.0%*	*9.3%*	*9.7%*	*14.1%*
Percent Minority						
2000	*59.9%*	*53.8%*	*29.4%*	*19.1%*	*14.7%*	*30.9%*
2010	*69.3%*	*63.4%*	*34.4%*	*26.0%*	*19.6%*	*36.3%*
2011-2015	*53.9%*	*62.1%*	*34.6%*	*27.2%*	*20.5%*	*37.7%*
Percent Hispanic						
2000	*40.5%*	*39.3%*	*18.8%*	*11.9%*	*9.0%*	*12.5%*
2010	*52.1%*	*48.0%*	*22.3%*	*17.1%*	*13.0%*	*16.3%*
2011-2015	*30.6%*	*45.5%*	*20.6%*	*17.6%*	*13.4%*	*17.1%*
Percent White Alone, Non-Hispanic						
2000	*40.1%*	*46.2%*	*70.6%*	*80.9%*	*85.3%*	*69.1%*
2010	*30.7%*	*36.6%*	*65.6%*	*74.0%*	*80.4%*	*63.7%*
2011-2015	*46.1%*	*37.9%*	*65.4%*	*72.8%*	*79.5%*	*62.3%*

"Hispanic" includes individuals of any race who are of Hispanic or Latino ethnicity. "Minority" includes Hispanics and all others who are not white alone and non-Hispanic

ECONOMIC AND SOCIAL

TOPIC	*84104*	*84116*	*SALT LAKE CITY*	*SALT LAKE COUNTY*	*UTAH*	*uSA*

Median Household Income						
2000	*$35,133*	*$31,544*	*$36,944*	*$48,373*	*$45,726*	*$41,994*
2007-2011	*$38,527*	*$42,768*	*$44,501*	*$59,168*	*$57,783*	*$52,762*
2011-2015	*$37,964*	*$40,140*	*$47,243*	*$62,117*	*$60,727*	*$53,889*
Percent Below Poverty Level (All people)						
2000	*20.7%*	*19.1%*	*15.3%*	*8.0%*	*9.4%*	*12.4%*
2007-2011	*23.7%*	*19.5%*	*17.9%*	*11.1%*	*11.4%*	*14.3%*
2011-2015	*34.6%*	*23.7%*	*20.3%*	*12.4%*	*12.3%*	*15.5%*
Percent Homeownership						
2000	*61.1%*	*61.1%*	*55.5%*	*73.8%*	*75.0%*	*68.7%*
2010	*53.7%*	*58.4%*	*48.4%*	*67.3%*	*70.4%*	*65.1%*
2011-2015	*47.8%*	*56.7%*	*48.0%*	*66.2%*	*69.5%*	*63.9%*
Households spending 30% or More of Monthly Income on Housing						
2000	*32.1%*	*29.7%*	*29.5%*	*26.1%*	*24.3%*	*23.7%*
2007-2011	*47.2%*	*40.6%*	*37.6%*	*34.9%*	*32.4%*	*36.2%*
2011-2015	*47.7%*	*42.7%*	*35.4%*	*31.8%*	*29.8%*	*33.9%*
Percent High School Graduate or Higher (Age 25+)						
2000	*62.6%*	*68.8%*	*83.4%*	*86.8%*	*87.7%*	*80.4%*
2007-2011	*58.5%*	*71.9%*	*86.0%*	*88.7%*	*90.6%*	*85.4%*
2011-2015	*64.6%*	*71.6%*	*87.4%*	*89.6%*	*91.2%*	*86.7%*
Percent with Bachelor's Degree or Higher (Age 25+)						
2000	*8.1%*	*12.2%*	*34.9%*	*27.4%*	*26.1%*	*24.4%*
2007-2011	*11.1%*	*14.8%*	*39.5%*	*30.2%*	*29.6%*	*28.2%*
2011-2015	*13.3%*	*15.2%*	*43.1%*	*32.1%*	*31.1%*	*29.8%*
Percent Foreign-Born						
2000	*34.4%*	*32.3%*	*18.3%*	*10.4%*	*7.1%*	*11.1%*

2007-2011	*34.2%*	*30.2%*	*17.8%*	*12.1%*	*8.2%*	*12.8%*
2011-2015	*31.9%*	*29.5%*	*17.4%*	*12.4%*	*8.4%*	*13.2%*
Percent of Foreign-Born: Naturalized U.S. Citizens						
2000	*19.1%*	*17.1%*	*23.2%*	*30.6%*	*30.4%*	*40.3%*
2007-2011	*19.7%*	*33.3%*	*30.7%*	*34.5%*	*33.5%*	*43.7%*
2011-2015	*23.2%*	*27.7%*	*29.9%*	*36.7%*	*36.9%*	*46.6%*

2007-2011 data is from the 5-year American Community Survey (ACS). 2010 data is from the 2010 Census.

families

TOPIC	*zip 84104*	*ZIP 84116*	*SALT LAKE CITY*	*SALT LAKE COUNTY*	*UTAH*	*uSA*
Average Family Size						
2000	*3.94*	*3.79*	*3.24*	*3.53*	*3.57*	*3.14*
2010	*4.03*	*3.93*	*3.25*	*3.51*	*3.56*	*3.14*
2011-2015	*3.90*	*3.94*	*3.30*	*3.61*	*3.65*	*3.24*
Multigenerational Households (Percent of Total Households)						
2000					*3.7%*	*3.7%*
2010	*9.1%*	*8.4%*	*3.1%*	*5.1%*	*4.6%*	*4.4%*
2011-2015	*8.3%*	*7.9%*	*2.6%*	*4.7%*	*4.3%*	*4.0%*

A family household has at least one person related to the householder by birth, marriage, or adoption. A multigenerational household contains three or more generations. 2015 data presents "Households with grandparents living with grandchildren."

age

TOPIC	*zip 84104*	*ZIP 84116*	*SALT LAKE CITY*	*SALT LAKE COUNTY*	*UTAH*	*uSA*
Percent Under Age 5						
2000	*10.8%*	*10.6%*	*7.9%*	*8.9%*	*9.4%*	*6.8%*
2010	*11.1%*	*10.0%*	*7.8%*	*8.8%*	*9.5%*	*6.5%*

2011-2015	*9.7%*	*9.6%*	*7.2%*	*8.3%*	*8.8%*	*6.3%*
Percent Age 5 to 17						
2000	*22.5%*	*21.6%*	*15.7%*	*21.6%*	*22.8%*	*18.9%*
2010	*22.0%*	*22.5%*	*14.8%*	*20.4%*	*22.0%*	*17.5%*
2011-2015	*21.5%*	*22.0%*	*14.4%*	*20.3%*	*22.1%*	*17.0%*
Percent Age 18 to 24						
2000	*12.8%*	*13.2%*	*15.2%*	*12.9%*	*14.2%*	*9.6%*
2010	*12.0%*	*10.9%*	*14.0%*	*10.6%*	*11.5%*	*9.9%*
2011-2015	*10.8%*	*9.9%*	*13.5%*	*9.9%*	*11.4%*	*9.9%*
Percent Age 25 to 64						
2000	*45.3%*	*46.4%*	*50.2%*	*48.6%*	*45.1%*	*52.2%*
2010	*48.1%*	*49.3%*	*54.1%*	*51.6%*	*48.0%*	*53.0%*
2011-2015	*50.4%*	*50.3%*	*55.0%*	*52.3%*	*47.9%*	*52.8%*
Percent Age 65 and up						
2000	*8.6%*	*8.3%*	*11.0%*	*8.1%*	*8.5%*	*12.4%*
2010	*6.6%*	*7.1%*	*9.4%*	*8.7%*	*9.0%*	*13.0%*
2011-2015	*8.4%*	*7.6%*	*10.0%*	*9.3%*	*9.7%*	*14.1%*

Source: 2000 and 2010 Census, 2011-2015 5-Year American Community Survey Estimates

RACE/ETHNICITY

TOPIC	*ZIP 84104*	*ZIP 84116*	*SALT LAKE CITY*	*SALT LAKE COUNTY*	*UTAH*	*USA*
Percent Minority						
2000	*59.9%*	*53.8%*	*29.4%*	*19.1%*	*14.7%*	*30.9%*
2010	*69.3%*	*63.4%*	*34.4%*	*26.0%*	*19.6%*	*36.3%*
2011-2015	*53.9%*	*62.1%*	*34.6%*	*27.2%*	*20.5%*	*37.7%*

Percent Hispanic						
2000	*40.5%*	*39.3%*	*18.8%*	*11.9%*	*9.0%*	*12.5%*
2010	*52.1%*	*48.0%*	*22.3%*	*17.1%*	*13.0%*	*16.3%*
2011-2015	*30.6%*	*45.5%*	*20.6%*	*17.6%*	*13.4%*	*17.1%*
Percent White Alone, Non-Hispanic						
2000	*40.1%*	*46.2%*	*70.6%*	*80.9%*	*85.3%*	*69.1%*
2010	*30.7%*	*36.6%*	*65.6%*	*74.0%*	*80.4%*	*63.7%*
2011-2015	*46.1%*	*37.9%*	*65.4%*	*72.8%*	*79.5%*	*62.3%*
Percent Black Alone, Non-Hispanic						
2000	*3.6%*	*4.2%*	*2.5%*	*1.4%*	*0.9%*	*12.2%*
2010	*3.6%*	*4.2%*	*2.5%*	*1.4%*	*0.9%*	*12.2%*
2011-2015	*3.2%*	*4.7%*	*2.5%*	*1.5%*	*1.0%*	*12.3%*
Percent American Indian/Alaska Native Alone, Non-Hispanic						
2000	*1.1%*	*0.9%*	*0.9%*	*0.6%*	*1.0%*	*0.7%*
2010	*1.1%*	*0.9%*	*0.9%*	*0.6%*	*1.0%*	*0.7%*
2011-2015	*1.9%*	*0.9%*	*1.1%*	*0.6%*	*0.9%*	*0.7%*
Percent Asian Alone, Non-Hispanic						
2000	*3.6%*	*4.2%*	*4.4%*	*3.2%*	*2.0%*	*4.7%*
2010	*3.6%*	*4.2%*	*4.4%*	*3.2%*	*2.0%*	*4.7%*
2011-2015	*7.1%*	*4.0%*	*5.5%*	*3.6%*	*2.2%*	*5.1%*
Percent Native Hawaiian/Other Pacific Islander Alone, Non-Hispanic						
2000	*6.5%*	*4.0%*	*2.0%*	*1.5%*	*0.9%*	*0.2%*
2010	*6.5%*	*4.0%*	*2.0%*	*1.5%*	*0.9%*	*0.2%*
2011-2015	*7.4%*	*5.1%*	*2.4%*	*1.5%*	*0.9%*	*0.2%*
Percent Some Other Race Alone or Two or More Races, Non-Hispanic						
2000	*2.4%*	*2.1%*	*2.4%*	*2.1%*	*1.9%*	*2.1%*

2010	*2.4%*	*2.1%*	*2.4%*	*2.1%*	*1.9%*	*2.1%*
2011-2015	*3.8%*	*1.9%*	*2.5%*	*2.2%*	*2.1%*	*2.4%*

"Hispanic" includes individuals of any race who are of Hispanic or Latino ethnicity. "Minority" includes Hispanics and all others who are not white alone and non-Hispanic.

Housing and transportation

TOPIC	*84104*	*84116*	*Salt lake county*
AllTransit Performance Score	*4.5*	*1.5*	*5.9*
Housing + Transportation Costs, % of Income	*52%*	*43%*	*50%*
Housing Costs, % of Income	*29%*	*18%*	*28%*
Transportation Costs, % of Income	*23%*	*25%*	*22%*
Transit Ridership, % of Workers	*2%*	*2%*	*6%*
Employment Access Index	*30,770 jobs/mi^2*	*8,735 jobs/mi^2*	*34,455 jobs/mi^2*
Jobs Accessible in 30 Minute Transit Ride	*170,182*	*69,136*	*111,427*

AllTransit Performance Score from http://alltransit.cnt.org. All other metrics from http://htaindex.cnt.org/map/. More information is available at both of the links.

Appendix C: Partner Impact Quotes

***Susie Porter:** My work in community leadership has led me to be hopeful in the face of adversity--whereas formal political participation makes me feel disenfranchised, collaborating with others to make change in the neighborhoods where we live inspires me.

I have reshaped the way I teach students at the University of Utah. I have shifted from asking academic questions to asking questions about how academic knowledge can serve to build better communities.

Teaching the WLI gave me the opportunity to connect with neighbors I would not have otherwise met. I feel a deeper sense of commitment to the place we all call home.

***Mary Burbank:** Since its inception, UNP has embodied both spirit and actions dedicated to equity and access in education. By embracing people, places, and possibilities, the vision of UNP came to life.

Early conversations to identify pathways from Salt Lake's Westside to graduation from the University of Utah evolved into long-term collaborations among stakeholders, committed to opportunities for students and families from traditionally underrepresented communities. Central to this work, is an understanding and valuing of each partner's assets, histories, and contributions.

For the College of Education, UNP's pledge to community engagement opened doors that have shaped pipelines to teaching and leadership, encouraged family engagement, and informed dialogue on what makes education possible… and, in some cases, where barriers remain.

Work accomplished, and a reminder of the daily work required to extend beyond the past, are at the heart of UNP. As a leader, UNP shepherds a collective navigation among opportunities for reciprocity in learning, growth, and forging new pathways.

***Yda Smith:** During my 13 years of involvement with UNP-Hartland I have gained so much from my interactions and collaborations with faculty, students, and, of course, community members. I have always had a tendency toward working independently but have learned that through idea sharing, having an open mind to new ways of thinking, and through collaboration, the end result is far better and richer than anything I would have done on my own. My relationships developed there are deep and strong and I have so much admiration for the great talent I have been exposed to. My teaching and fieldwork supervision have benefitted in more ways that I can count and I have the great delight of now having a life-long partnership with the Karen and Karenni weavers. I am forever grateful for the opportunity to be a part of the UNP-Hartland experience!

***Keri Taddie:** University Neighborhood Partners have played a critical role in the development of our Community Learning Center by:

-Building the capacity of school and center staff to work with diverse communities through the support of the Neighborhood Resident Committee.

-Helping to facilitate invaluable collaborations amongst many of the institutions, community residents, and nonprofit providers in the Glendale community. This has helped us be more thoughtful about duplication of programs and providing relevant programming that is community centered.
-Creating connections between multiple University departments and the CLC to develop programming and/or provide research in our center that supports the work.

Kate Rublacava: "Reciprocal learning, action, and benefit." This phrase was incorporated in an early mission of UNP, stemming from the necessity to ensure that experts existed at both the neighborhood and the university level. Before UNP, institutions of higher education often utilized the west side as a source of research but not as partners. Through UNP's involvement this has shifted. I see reciprocal learning, action, and benefit as our communities are treated as experts and partners.

***Ken Embley:** I have been the lead faculty instructor for the English language WLI for more than a decade. My primary responsibilities involve teaching the English language WLI curriculum, maintaining and "updating" the curriculum and during this time, I've also served on the WLI Steering Committee. For me, this work provides an opportunity to serve residents as they take action for positive change in their communities. This work is my way to make a difference in the communities and residents served. UNP is a primary means to enable my contribution to making a difference.

***Keith Bartholomew**: UNP was instrumental in the creation of the Department of City & Metropolitan Planning's Westside Studio in 2004. In the dozen years since, the Westside Studio, working with UNP and neighborhood leaders, has advanced visions for housing, transportation, and parks and open spaces across Salt Lake's westside communities. Many of those visions have now become key components of subsequent community plans and projects. This collaboration between the planning department, UNP, and the communities has also influenced scholarship by university researchers and resulted in numerous peer-reviewed academic papers and books.

*** Kelby McIntyre:** From time to time, my colleagues and friends outside of the arts education field will ask me, "How do you engage in this work?" The answer is, "I do what a good majority of the youth at the Hartand Youth center like to do; dance, tell stories, create, and share." Dance and theatre are simply the vehicles I utilize to promote dialogue, interest, empowerment, and at times change. I have found that reciprocal conversation allows youth, university students, and faculty opportunities to genuinely connect with each other via the creative process. They are able to understand, on a deeper level, the greater entity to which they are contributing, while at the same time being valued for the knowledge and expertise they are bringing to the collaborative work.

From dancing at a community event to performing for government officials and departments at the University of Utah, the youth and I are constantly co-creating spoken word pieces, monologues, duologues, original scripts, and dances that are relevant and pertinent to them. This creative process has built trust and given them a platform to share their perspectives, thoughts, and feelings through performance art. As with any performance invitation, I ask the youth if it is something we would like to

be part of. We discuss the purpose, the audience, the venue and the value of sharing our work in each space. With each collaborative performance piece that is created, the youth are provided opportunities to research a topic that they are passionate about as well as build upon and enhance their artistic strengths.

Access and empowerment are central to the Theatre and Dance Education Program. They drive what I strive to achieve each week. Whether it is access to youth arts programs across Salt Lake City, higher education, or the expensive water park located across the street from the Hartland center, I want the youth to know that anything is possible and their voice, talents, and experiences are valued.

In the spirit of being "cutting edge" or innovative, I find myself at a loss, but refreshed by the simple realization that the arts are a powerful force and incredibly essential to who we are as human beings, no matter where we come from. I appreciate the opportunity to share a snap shot of the community engaged work I am so honored to be part of.